Monday: Full Lesson

1:00-1:08 – Opener

* response to how you wrote your paper (from Friday)
  + reflection worksheet
  + go over (ask question, call on volunteer [or victim] for answer)

1:08-1:45 – Instruction

* Approaching the essay
  + Use the prompt they used for over the weekend
  + Key words (3 min)
    - * Pulling key words by whatever seems most important, stands out, or makes them think of something
        + Students develop their own list of key words from Friday’s prompt
        + Use these to rephrase ideas presented by prompt
        + My example on ppt
        + Ask for volunteer to share examples
        + Use the key words to develop a point of view
        + Students review their own papers and pull out point of view/argument used, re-evaluate see if they still agree with it
    - Spider web diagram (3 min)
      * Key word in center, branch out with related ideas
        + Ex. “memories” branches to academic and personal, academic branches to good grades, mistakes, personal branches to romance, break-up etc.
        + Eventually branch to examples (personal and literary)
        + Students try on their own, volunteer shares
    - Column listing by dividing assignment into two questions (4 min)
      * Students copy down example outline and fill out
      * Share my own examples
  + Outline response
* Model Paragraph (3 min intro & ex., 5 min for revision)
  + M.E.A.L.
    - Message (topic sentence), Example, Analysis (explanation), Link (to your main point/to the next paragraph)
    - Example M.E.A.L. paragraph on ppt
    - Note: M.E.A.L. paragraphs do not have to be only four sentences. This is just an outline for a response to make sure relevant aspects are covered
    - Students go over their own essays and revise an example paragraph into M.E.A.L. format (on separate sheet of paper)
* Go over grading process (3 min)
  + 2 graders, each grades holistically out of 6, if it varies by more than one than a third grader comes in
  + hand out rubrics and go over main points
    - ex. 6 has strong point of view, specific examples, strong mastery of language, 3 might not have specific examples or strong transitions
* Example Essays (5 min)
  + Mark P.O.V./argument and examples
  + One is a 3, one is a 6, which is which? Students read both and decide
  + Provide rationale for why each received the grade it did (6 has strong point of view, specific examples, strong mastery of language, 3 might not have specific examples or strong transitions, etc.)
* Students find someone who does NOT sit next to them and switches papers (5 min reading/evaluating, 5 min switch back and evaluate their own)
  + Students evaluate each other’s responses based on rubrics
  + Underline argument/p.o.v. and specific example(s) used
  + Is there a clear P.O.V.? Are there specific examples? Are the examples explained? Do they support the point of view? Write answers to these question on partner’s paper or separate sheet of paper. Give a 1-6 score
  + Trade papers back (with evaluations), quickly look over their own papers and see what was marked, and the evaluation score
* 3, 2, 1: exit ticket (3 min)
  + separate sheet of paper, 3 things they learned, 2 ways to improve their paper, 1 question
  + collect

1:45- 2:15 -- Practice Essay

* Give them new prompt
  + Have them spend first few minutes planning and marking prompt
  + Then write
  + Warn when 5 minutes is left

2:15-2:30 – Closer

* Checking your own paper
  + mark point of view
  + Look for M.E.A.L. paragraphs
  + Underline example(s)
* Hand in paper